

students. Business houses solicited for information were not only courteous to students, but in several cases offered them employment.

BOOKS

FIRST AID FOR THE ARITHMETIC TEACHER

Principles worked out in the psychological laboratory are fast being applied to the teaching of arithmetic. The newer texts are built to meet this situation: they analyze subject matter into teaching units; they provide much graded practice material; they plan for individual diagnosis followed by remedial work; they have schemes for checking and recording progress. But schools suffering from state or city adoptions of archaic texts cannot wait patiently to put these newer tendencies into practice. Neither can they ask overburdened teachers to prepare special materials. Sensing this condition, our enterprising friends, the book companies, are offering supplementary practice materials. These fall into two main classes, pads or pamphlets to be owned by the individual child, and permanent sets of cards to be owned by the school, both kinds being represented in the following comments.

INDIVIDUAL NUMBER DRILLS. By James E. McDade. Chicago: The Plymouth Press. Set AR5. Class Cabinet containing complete equipment for fifty pupils working at one time, including Teacher's Manual. \$8.00. Specimen Set, in Envelope. 75 cents.

A highly ingenious scheme for individual learning of the addition combinations. Like the majority of the newer practice material in its analysis of the subject matter into units and in its carefully worked out system of checking and recording results. Distinctive in its practice device—a holder which slides to reveal first the example and then the answer—and in its insistence that only correct practice be allowed. Uneconomical, according to some authorities, in that the addition is taught entirely separate from the subtraction.

HORACE MANN SUPPLEMENTARY ARITHMETIC: DIAGNOSTIC AND CORRECTIVE. By Milo B. Hillegas, Mary Gertrude Peabody, and Ida M. Baker. Philadelphia: J. B. Lippincott Company. 1925. Pp. 156.

Usual type of practice material in the four fundamental processes put up in a paper-bound pamphlet. Answers are given on separate pages to which the child is referred, but there are no arrangements for teacher-directed tests at the close of units, and no special system of diagnosis is provided.

THE CLAPP DRILL BOOK IN ARITHMETIC. By Frank Leslie Clapp. New York: Silver, Burdett and Company. 1926. Fourth Year, Pp. 97. Fifth Year, Pp. 108. Sixth Year, Pp. 119. Seventh Year, Pp. 117. Eighth Year, Pp. 119. Teacher's Manual, Pp. 39.

A separate booklet for each year enables this series to offer practice material not only in the four fundamental processes, but also in fractions, in decimals, and in thought problems. Norms are set up and answers are provided on separate pages. The Teacher's Manual guides in the division of the tests into those for measurement and diagnosis, and those for remedial work.

ARITHMETIC WORK-BOOK. By G. M. Ruch, F. B. Knight, and J. W. Studebaker. Edited by G. W. Myers. Chicago: Scott, Foresman and Company. 1925. Book Four, Pp. 68. Teacher's Edition, Pp. 134+xix. Book Five, Pp. 76. Teacher's Edition, Pp. 152+xviii. Book Six, P. 62. Teacher's Edition, Pp. 124+xvi.

Each book provides approximately 30 standardized examples on the essentials in arithmetic for that grade, these essentials having been arrived at through careful research. The special difficulties for each grade have been determined, and each is introduced by a study lesson, then followed by sufficient well-distributed practice to insure mastery. Standards are given the child for each drill and a form for recording his progress on a graph is provided.

The Teacher's Edition for each book supplies the answers to the drills, makes valuable suggestions for diagnosing individual difficulties, and provides blank tables and graphs for recording the progress of the class.

KATHERINE M. ANTHONY

Q. E. D.

MODERN PLANE GEOMETRY. By Webster Wells and Walter W. Hart. Boston: D. C. Heath & Company. 1926. Pp. 322.

This latest text in geometry by the authors of the Wells and Hart series of textbooks has several distinctive features. The text is divided as usual into five books, containing to a large extent the stock theorems which appear in all plane geometries. At the end of each book, however, as a part of it, certain optional topics are separated from the main text in such a way that their omission in any course will not affect the logical development of the subject. This makes it possible to give a brief course containing the essentials of plane geometry if such is desirable.

Definite instructions in the method of undertaking the solution of a problem or the proof of an unproved theorem given on pages 59 are of great value if the student studies them carefully before attempting advanced work. In some instances the proofs offered are simpler and more direct than those formerly given in many geometries, for example, that of "The median of a trapezoid is equal to half the sum of its bases," given on page 89.

An improvement in drawing figures is noticeable in such theorems as those in which it is desired to prove that three or more lines are concurrent, the third line not being drawn through the intersection of the other two until it is proved that it must pass through that point.

The book contains in the main text over a thousand original exercises, which fact may or may not be considered an advantage, and, after an appendix which takes up incommensurable cases and a few theorems on symmetry, are added something over 400 additional exercises. The book concludes with illustrations of the solution of various algebraic and arithmetic problems which are frequently necessary in solution of geometric exercises.

The book is almost an encyclopedia of the plane geometry of the old type. But it is rather unfortunate that the title might lead one to believe that it was a treatise on modern geometry bringing in Ceva's theorem, the circle of Apollonius, the Simpson line, and such like.

One could also wish that certain well-known simplifications in proofs and construction of figures had been included.

HENRY A. CONVERSE

MODERN EXAMINATION CONSTRUCTION

CLASSROOM TESTS. By Charles Russell. Boston: Ginn and Company. 1926. Pp. 346. \$1.60.

The problem of grading students has always been one of the most difficult problems of the teaching profession. Improvement in examination methods have lagged behind other phases of educational procedure. Recent scientific investigations have shown that school marks based on the written examination are imperfect and unreliable. What we now seek is greater accuracy, reliability, and objectivity in testing.

Classroom Tests is an expression of the modern tendency for the improvement of examination technique. Teachers, supervisors, and students of education who desire to acquaint themselves with the newer tendencies of examination construction will find this volume of special merit. The advantages and disadvantages of the written examination, the standardized test, and the newer objective tests are considered. One of the strong points of the book will be found in the practical and concrete examples of the newer objective tests. The discussion of the uses of tests and testing, the distribution of scores, the meaning of curves, the use of tests for educational diagnosis and remedial teaching will be found helpful and interesting. I consider the volume a valuable contribution to scientific educational procedure.

W. B. VARNER

OTHER BOOKS OF INTEREST TO
TEACHERS

THE VISITING TEACHER MOVEMENT. By J. J. Oppenheimer. New York: Joint Committee on Methods of Preventing Delinquency. 1925. Pp. 206.

The visiting teacher movement attempts a co-ordination of the work of the school, the home, and existing social agencies. It is especially concerned with the misfit child, believing that much delinquency can be avoided by guidance at an early period. Oppenheimer's study of the movement offers not only a comprehensive survey of its present status, but also sets up standards for its future development.

SELF-DIRECTION AND ADJUSTMENT. By Norman Fenton. Yonkers-on-Hudson, New York: World Book Company. 1926. Pp. 121. \$1.40.

Differs from the usual manual for study in its wider use of psychological principles. Teeming with practical workable suggestions for improving methods of living as well as methods of work.

METHODS OF HANDLING TEST SCORES. By Luella C. Pressey and Sidney L. Pressey. Yonkers-on-Hudson, New York: World Book Company. 1926. Pp. 60. 60 cents.

A simple, non-technical treatment of the A. B. C.'s of statistical procedure. The sort of help the classroom teacher must have if she makes any use whatever of educational measurement.

THE THORNDIKE ARITHMETICS. By Edward Lee Thorndike. Book One, Pp. 268, 75 cents. Book Two, Pp. 285, 80 cents. Book Three, Pp. 309, 90 cents. Chicago: Rand McNally Company. 1917 and 1924.

In this series of arithmetics for the grammar grades Dr. Thorndike has attempted to give form to his clearly defined theories on the teaching of arithmetic. The 1924 edition "alters the problem material to fit present price conditions," this being necessary since the first edition used war-time figures.

STANDARD SERVICE ARITHMETICS: Book Two. By F. B. Knight, J. W. Studebaker, and G. M. Ruch. Chicago: Scott, Foresman and Company. 1926. Pp. 547.

For a number of years the University of Iowa has been a center for research in arithmetic. The results as published in the "Arithmetic Work-Books" and in "Problems in the Teaching of Arithmetic" have attracted wide attention. Now we are to have a series of texts based on this research and experimentation, Book Two being for the fifth and the sixth grades.

READING: ITS PSYCHOLOGY AND PEDAGOGY. By J. A. O'Brien. New York: The Century Company. 1926. Pp. 308.

A summary of the recent research in reading, especially that centering around the University of Chicago. But because the book is carefully organized around a few related points it really goes much further and interprets the current psychology of reading. The chapter on the reading of foreign languages should be pondered by every foreign language teacher in the country; the one

on characteristics of arithmetic reading should be on the required list of readings in courses in elementary education.

COURSE OF STUDY IN ARITHMETIC. By John G. Rossman. Chicago: Rand McNally Company. 1925. Pp. 125. 75 cents.

A course of study for the elementary schools in Indiana prepared under the direction of the State Board of Education to accompany the Thorndike Arithmetics, being in effect a Teacher's Manual.

MY FARM BOOK. By Laura Zirbes. New York: Lincoln School of Teachers College. 1925. \$1.10.

This book contains stories about a trip to a farm ready to be illustrated and bound or stapled. The stories are such as the first grade in the Lincoln School write for themselves, but the vocabulary is most carefully selected from the most common words in the language.

BEGINNING READING WITH THE FARM BOOK. By Laura Zirbes. New York: Lincoln School of Teachers College. 1925. Pp. 111.

This teacher's edition of "My Farm Book" contains the actual pages from the children's edition. In addition there is a chapter of suggestions that really constitutes a manual on the teaching of beginning reading.

THE EASY BOOK. By Jean Y. Ayer. Illustrations by the Petershams. New York: The Macmillan Company. 1926. Pp. 46.

A preprimer based on everyday happenings of interest to little children. The vocabulary is that common to the standard primers; the book contains only 87 words, 68 of these coming from the first 500 of Thorndike's list and 78 coming from the first thousand. While especially adapted for use as an introduction to the *Everyday Classics Primer*, this little book will be useful as a supplementary reader during the preliminary work for any primer.

WORK AND PLAY WITH WORDS. By Norman H. Hall and Matilda Breuer. Chicago: Hall and McCreary Company. 1926. Paper. 48 cents.

The child uses words in making a picture book, thereby coming to recognize a vocabulary of considerable size. Useful as preprimer work or for seat work that is really educative during the primer period.

A PRACTICAL HANDBOOK FOR STUDENTS IN OBSERVATION, PARTICIPATION, AND TEACHING IN KINDERGARTEN, FIRST, SECOND, AND THIRD GRADES. By Winifred E. Bain, Gertrude Burns, and Eva Jane Van Sistine. Chicago: University of Chicago Bookstore. 1924. Pp. 38.

A guide book for students in training following the outline of the S. C. Parker books on elementary education somewhat closely. Somewhat theoretical, but contains many "jobs" that are practical and suggestive.

BLACKBOARD STORY-TELLING. By H. Keel-Smith. Chicago: Rand McNally Company. 1925. Pp. 157. \$1.75.

Coming from the San Francisco Teachers Col-

lege with an introduction by the late Frederic Burk, this book is an outgrowth of the movement to organize subject matter into definite units adapted to self-instruction. It reduces action drawings both of people and animals to a few basal lines somewhat after the manner of Augsburg's work of a generation ago. The country is full of primary teachers who are untrained in drawing; this book should be a real aid to them.

EUROPE: A GEOGRAPHICAL READER. By Vinnie B. Clark. New York: Silver Burdett and Company. 1925. Pp. 555.

The material in this geographical reader is recent enough to be valuable and interesting enough to challenge the child's attention. The writer knows geographical principles, although the book is not organized around them. Useful for parallel reading, but rather too discursive for a text.

NEWS OF THE COLLEGE AND ITS ALUMNÆ

CAMPUS NEWS

Commencement exercises and entertainments formed the center of college life during the latter part of May and the first part of June. The formal exercises began Sunday, June 6, with the baccalaureate sermon, which was delivered by Rev. Sparkes W. Melton, of the Freemason Street Baptist Church, Norfolk, Virginia. The school procession included about seven hundred faculty members and students. June 8 the final graduation exercises were given and degrees granted to over forty students. Dr. William C. Bagley, of Columbia University, made the commencement address. There were over two hundred two-year and four-year graduates who received their degrees or diplomas at these exercises.

During the commencement season the seniors and sophomores were variously entertained. Most important of these entertainments were: faculty supper at Hillcrest, the home of President Duke; supper at Edgelawn given for the seniors by Miss Mary Louise Seeger and Mr. James C. Johnston; breakfast given the seniors by Dr. and Mrs. Gifford; senior bridge party in Alumnæ Hall; picnic supper given the seniors by the Frances Sales Club; senior dinner in Blue Stone Dining Hall. The

classes attended the Alumnæ Banquet given by the school June 5 in Harrison Hall.

Arriving alumnæ were joyfully received and the students attending the College were delighted to see so many returning. Officers of the Alumnæ Association elected at the regular meeting June 5 were: Mrs. Dorothy Spooner, president; Miss Virginia Buchanan, vice-president; and Mrs. T. O. Brock, secretary.

The 1926 graduating classes held their class day exercises June 8. Besides the regular program the senior hope-chest was filled and left in the hands of Miss Seeger. "The Good-Natured Man," by Oliver Goldsmith, was presented by the graduating classes June 5.

June 2 and 5 the Music and Expression departments gave their final recitals in Sheldon Hall. June 7 the popular Devereux Players presented "The Merrie Monarch" and "Rosmersholm" in Sheldon Hall auditorium.

Nine alumnæ have been elected to honorary membership in the Pi Kappa Omega Society of this college. They are Mrs. R. C. Dingleline, of Harrisonburg; Miss Vada Whitesel, of Harrisonburg; Miss Freida Johnson, now attending Peabody College; Miss Sallie Browne, a recent graduate of Scarrit Bible School, who will this summer sail for China; Miss Sallie Blosser, now studying at Peabody; Miss Gertrude Bowler, English supervisor in the State Teachers College at Fredericksburg; Miss Helen Heyl of Albemarle County, now studying at Columbia University; Miss M'Ledge Moffett, dean of women in the State Teachers College at East Radford; and Mrs. Edward Lane, a missionary now in Brazil.

The Stratford Dramatic Club has elected officers for the next year: Margaret Knott, president; Lucille Hopkins, vice-president; Martha Hubbard, business manager; Elizabeth Tally, secretary. The new Page Literary Society officers are Virginia Harvey, president; Sherwood Jones, vice-president; Mary Will Chandler, secretary; Sarah Ellen